DOCUMENT RESUME

ED 394 939 SP 036 632

AUTHOR Ruppert, Nancy Bell; Smith, Margaret J.
TITLE Ensuring Success for At-Risk Students at the High School.
PUB DATE Feb 96
NOTE 22p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Ability; Acceleration (Education); *Articulation (Education); Grade 9; Guidance Programs; *High Risk Students; High Schools; Inservice Teacher Education; Junior High Schools; Junior High School Students; Middle Schools; *Parent Attitudes; Potential Dropouts; Program Effectiveness; *Remedial Programs; *Student Improvement; Student Needs; Teacher Responsibility
IDENTIFIERS South Carolina

ABSTRACT

This study examines components of a middle school program designed to enable at-risk students to complete the 3 years of middle school in 2 years, and it looks at the progress of eight graduates of the program during their first semester in high school in South Carolina. Over-age students who entered sixth grade and displayed potential were considered for the pre-high school at-risk program. The group studied is the first group of students to successfully complete the self-contained, highly-structured, technology-based program. Student interviews, teacher surveys, parent questionnaires, and student grades were examined to identify each student's progress in the first two 9-week segments of the first 9th-grade semester. The study showed a lack of parent involvement; lack of communication between the middle school and the high school administration and guidance departments; and poor effort on the students' part. Yet, by the end of the semester, six of the eight students were passing at least half of their courses. Findings suggest: that the middle school at-risk program contained all the elements of a good program; that good communication is needed between middle school and high school; and that more parent participation needs to be encouraged. (Contains 12 references.) (NAV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Ensuring success for at-risk students at the high school.

Abstract

What happens to students who successfully complete an at-risk program at the middle school when they reach high school? This study examines the progress of eight ninth grade students during their fir[illegible] semester in high school. These are the first group of students to successfully complete the middle school at-risk program that allows children to complete 3 years in 2 years. In this study overage students who enter sixth grade and display potential are considered for the at-risk program.

Student interviews, teacher surveys, parent questionnaires and grades are examined to identify these students' progress in the first two nine weeks. A description of the middle school program, a review of the literature on successful components of at-risk programs, as well as a description of these students' needs provide readers with practical recommendations for serving at-risk students in the high school.

by: Nancy Bell Ruppert and Margaret J. Smith

ED 394 939

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

N B Ruppert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

CG036632

Introduction

At risk students have been of particular concern to middle school teachers in South Carolina. In the early 1990's, 33% of middle school children in one school were overage. Many were dropping out of school when they reached seventeen. The dropout rate increased, discipline problems rose and morale of the teachers was low. The principal found many students were coming to the middle school already overage. He along with the guidance director developed a program called T-N-T, Three-In-Two.

Students who had been retained once prior to entering 6th grade were considered for the program. Students were placed into a self-contained, highly structured and technology-based program for two years at the middle school. At the end of two years, the students were promoted to the 9th grade, skipping the 3rd year in the middle school. This research examines the success of those students who are now in 9th grade and relates the success of interventions which were added to the high school program for those students.

We reviewed literature on at-risk programs. We collected data on the students with regard to their academic and behavioral successes from the 1st and 2nd quarter. Student, parent, teacher, and administrators associated with the at-risk students were surveyed and interviewed prior to and after the intervention to provide us with a description of what at-risk middle school students need to be successful at high school.

This research provides middle school teams of teachers with specific strategies that increase the possibilities of success

for middle school children. It also provides information that may be useful for high schools.

Methodology

Our study addressed at-risk students who had participated in an at-risk program for two years at a middle school. We used a case study approach to gather data on students who are now in 9th grade. A case study is a detailed examiniation of a particular setting (Kirk & Miller, 1986). Case studies are used to investigate and describe real-life situations to clarify the distinction between phenomenon and context, and used when multiple sources of data are available (Bogdan & Biklen, 1982; Yin, 1984). This study has two parts.

The first part is a description of the middle school at-risk program, based on what research says. In our review of literature we found that teacher training, teaching strategies, administrative support, guidance interventions, and parent involvement are associated with successful at-risk programs (Avila, 1993; Manning, 1993; Shaffer & Smith, 1994; Vandergrift, 1991, 1994). This description will allow the reader to identify the program these eight at-risk children experienced for their two middle school years. The description could also be used by school districts to identify strategies for working with at-risk students.

The second part of this study is a description of how well those eight students are adjusting to high school based on teacher and parent evaluations, students' input, and grades and

disciplinary records. We combined interviews, surveys, and questionnaire techniques of qualitative research with a comparison of grades to create a description of the success of eight high school ninth graders who had participated in a highly intensive at-risk program.

We first obtained permission from the district personnel, the high school administration, and parents of the students involved. After the first nine weeks we met with the students, parents were contacted, the guidance counselors set up a meeting with the students, and the teachers were asked to comment on the students' performance. At the end of the second nine weeks we examined grades and records of the students' behavior. Parents were again contacted to determine if they had seen any improvement of students' study habits, grades or behavior in the 2nd nine weeks.

The data were analyzed by comparing information from each source prior to and after the semester. We then coded information to identify themes or similarities to come up with a description of how successful the students who came from an at-risk program were. We also examined students' grades in the first and second nine weeks to identify improvement and the number of classes they were passing. Finally, we checked discipline records of the students to see how well they weere adjusting.

One of the concerns of this research is the small numberr of students involved. Even so, we believe that the dat yield results that suggest that what is going on at the middle school is working and needs to be expanded in some way to the high school. We hope to give support to what exists at the middle school so that high school at-risk students' needs will be met.

Review of Literature

In our review of literature, we found that combining teacher training, academic strategies, guidance, administrative support and parent participation, provide for dynamic, effective at-risk programs (Avila, 1993; Vandergrift, 1991, 1994; Manning, 1993; Shaffer & Smith, 1994). While any of these components can improve the chances of at-risk children succeeding, the combined effect appears to be more powerful. In the event that these areas are developed within a school, the chances for all children to succeed is enhanced.

Teacher training. One of the components of successful at-risk programs is teacher training. In Texas, Wircenski (1990), explained how teachers were given the opportunity to create an at-risk program. One of the first things teachers did was to begin reading about other successful programs and reviewing literature and research about working with at-risk children. Teachers met together and discussed possible alternatives to the programs and activities they were conducting in their classrooms. These were scheduled meetings and teachers came up with specific strategies to work with their children. The teachers piloted their program and came up with several suggestions including: incentives for teachers, a discussion of the practical lengths of lessons, dynamic teachers selecting and using of writing coordinators. Most notably was that teachers believe that only those teachers who desire to participate in such a program will be effective.

Avila (1993) presented programs of site-based management by

describing at-risk programs that are designed by teachers in Texas. While schools have opportunities to create their own programs, they follow 5 steps. First they make school meaningful through children's interests and giving children choices. They concentrate on mastery of basics and work on the weaknesses of their students. The district decentralization allows teachers and parents to be trained in the schools, they accept representatives from each school, and give teachers autonomy with regard to their portion of the budget. Fourth, a student assistant team at each school set goals, create objectives, identifies referrals and acts on their own professional opinion about students. Finally, communication with the district and an evaluation process is included. The feature of district support through autonomy appears to provide for more meaningful programs and perhaps more interest by the teachers.

Academic Strategies. The second component associated with successful at-risk programs is academic strategies conducted by teachers. In Arizona, teachers work with alternative programs in schools (Vandergrift, 1991). These programs appear effective for grades 7-12. It does not appear to matter what program is used; what matters is that something is tried. Teachers in Arizona use an integrated curriculum approach. Students are self-paced, use computer instruction and tutoring as opposed to whole class instruction. A vocational component is also used. Aside from an increase in academic success, teachers in Arizona at-risk programs see reduced absenteeism.

According to Frost (1992), educating at-risk children begins with diagnosing their levels of development. He suggests that

using tracking, enhancing programs that already are used in the regular classroom and using a multicultural approach to teaching children will bring about an increase in success. He suggests that programs must embrace reduced class-sizes, have committed staff, program flexibility and foster a spirit of community. In his report, he suggests that cooperative learning, whole language and community classrooms will also improve children's chances for success.

Guidance. Guidance is the third component identified with successful at-risk programs. Wircenski (1990) describes a 7th and 8th grade program for at-risk children in Texas. Academic, vocational, and counselor teachers work together to create and pilot programs. The model includes vocational and academic coordination with the focus on careers and skills. Guidance counselors are an integral part of the program.

The use of counseling techniques in schools in Arizona has been shown to improve the self-esteem of their students. Specifically, guidance counselors work with at-risk children to help them set goals and help them control their behavior. They also work with students to provide them with experiences and skills that may encourage them to get involved in school. Finally, counselors are helping to educate parents of ways to help their children.

Administration. A fourth component of at-risk programs is committed administrators. Clearly one of the major components of any successful program is supportive leadership within a school (Iorio, 1986; Vandergrift, 1994). Iorio (1986) reviewed

literature and research on principals and concluded that the knowledge and support a principal gave his or her staff directly relates to the productivity of the staff members. He presents evidence that high leadership structure such as long-range planning, evaluation and approaches for accomplishing goals, and curriculum must be established. He suggests that principals need to see that all teachers have sufficient resources to carry out their assignment and that communication between members and leaders must be constant.

Administrators were used in Arizona to create positive programs (Vandergrift, 1994). Stable leadership, strong plans, good communication and internal mechanisms for monitoring success help support the teachers' strategies in working with children. Her premise is that support of programs through staff development and incentives from the administration help programs be successful. Vandergrift (1994) also suggests that the autonomy of teachers to create successful programs needs to be supported by administrators as opposed to being dictated by administrators.

Parents. A fifth component of successful at-risk programs is parent involvement. Vandergrift (1994) describes a need for decentralizing state-funded programs in Arizona. Her vision suggests more site-based innovative programs funded by the rate of success that exists. Those programs that involve parents, use staff development, integrate service delivery do a better job of serving at-risk students. All successful sites demonstrate gains in student achievement.

Harris (1990) combined literature on drop outs and created a hierarchy of indicators associated with at-risk students. Family

structure, finances and interest appear to have the most influence on whether students stay in school. Vandergrift (1991) also identifies family demographics as influencing a child's potential. Four out of five youngsters in Arizona who are considered at-risk come from low socioeconomic status homes. Parental expectations and enforcement of truancy laws are less influential yet appear to have an impact on whether students stay in school. In the early grades, family demographics make up half of the elements related to problems. As children get older, test scores, grades and how involved students are in their school are indicators of potential problems.

The elements of our findings include teacher training, academic strategies, guidance, administrative and parental support. These elements can work together to create powerful results. Based on the findings, we examined the T-N-T program at a South Carolina Middle School based on these elements. We believe that the success of at-risk children at this school supports the research findings that exist.

A Description of the T-N-T Program

Teacher training. The principal, guidance counselor and several teachers met initially to set goals. The principal chose his most dynamic teacher to lead the program. The team of educators believed a hands-on, nontraditional program needed to be developed. They examined the feasibility of having small numbers of students and providing technology for these students. The team of educators designed the program. The principal presented the ideas to the board, and they supported it

financially. Since its conception, teachers have continued to revise and create a more powerful program. They attend conferences and work together to strength the program.

Academic strategies. Being a nontraditional classroom, students participate in unique activities. The students make a lot of choices and selections as they work. Some of the activities in which the students participate are:

1. reading and writing workshops,
2. making and sharing HyperCard stacks on the computer,
3. maintaining response journals,
4. discussing and debating current events,
5. interpreting and summarizing graphs from USA Today,
6. using journalism techniques (five w's),
7. choosing stocks and mutual funds to follow and calculating their earnings,
8. producing the WDMS News each morning,
9. using technology lab to fine tune their writing skills,
10. hands-on units of study relating to all subjects,
11. using the Internet,
12. using manipulatives to solve math problems,
13. researching using the computer CD ROM,
14. The Middle School Math/Science Mentoring Program,
15. the Junior Achievement program of "The Economics of Staying in School",
16. spending three days at Camp Bob Cooper in Summerton, SC experiencing hands-on science activities,
17. completing the ropes course challenging themselves and building trust in classmates.

Administrators' Role in the Three-In-Two Program. The school board and district office personnel provide the funds needed for supplies and equipment for the Three-In-Two program. The principal provides the visionary leadership necessary to insure the program meets the needs of the students. Being head of the curriculum, he defines the educational needs and assists in setting the goals. He also promotes the program with parents, teachers, district administrators, students and the business community. He recommends the program to professional associations; therefore, getting state wide recognition for the

program.

Guidance Counselor's Role in the Three-In-Two Program. One guidance counselor is assigned to assist the students, parents and teachers in the Three-In-Two program. The counselor is available for individual counseling throughout the year for parents, teachers, and students. The guidance counselor helps in the screening of students that are recommended for the program. She meets with the classes at the beginning of the year to acquaint the students with the different sources available to them. She discusses study habits and study skills with them. She assists the teacher in getting the students organized.

She holds small group meetings for students where alcohol and drug abuse, divorce, sex abuse, and academics are discussed. The second year group is assisted in scheduling for high school. She also relieves some tensions by making them aware of programs available to them in the high school. She assists the teacher in letting the parents know what to expect in high school.

Parents' Role in the Three-In-Two Program. Parents are a big part of the Three-In-Two framework. Parents and students are interviewed before students are chosen. During the interview, the DuBose Middle School teachers explain the program, set expectations and answer questions. Parents make a commitment to support the program. Parents pledge to work with the school to promote academic excellence, ensure all homework is completed each night, ask their child what they learned each day, work as a partner with the classroom teacher in promoting a disciplined environment, meet with the classroom teacher quarterly and speak

structure, finances and interest appear to have the most influence on whether students stay in school. Vandergrift (1991) also identifies family demographics as influencing a child's potential. Four out of five youngsters in Arizona who are considered at-risk come from low socioeconomic status homes. Parental expectations and enforcement of truancy laws are less influential yet appear to have an impact on whether students stay in school. In the early grades, family demographics make up half of the elements related to problems. As children get older, test scores, grades and how involved students are in their school are indicators of potential problems.

The elements of our findings include teacher training, academic strategies, guidance, administrative and parental support. These elements can work together to create powerful results. Based on the findings, we examined the T-N-T program at a South Carolina Middle School based on these elements. We believe that the success of at-risk children at this school supports the research findings that exist.

Findings for Part I

Part I consists of a description of the T-N-T Program. We have identified the elements of effective at-risk programs to give details of the T-N-T program at this middle school. Each of the elements associated with effective at-risk programs is included. For the past three years, 30 students are being served each year in this program. There are two teachers involved with the students.

Teacher training. The principal, guidance counselor and

BEST COPY AVAILABLE

several teachers met initially to set goals. The principal chose his most dynamic teacher to lead the program. The team of educators believed a hands-on, nontraditional program needed to be developed. They examined the feasibility of having small numbers of students and providing technology for these students. The team of educators designed the program. The principal presented the ideas to the board, and they supported it financially. Since its conception, teachers have continued to revise and create a more powerful program. They attend conferences and work together to strength the program.

Academic strategies. Being a nontraditional classroom, students participate in unique activities. The students make a lot of choices and selections as they work. Some of the activities in which the students participate are:

1. reading and writing workshops,
2. making and sharing HyperCard stacks on the computer,
3. maintaining response journals,
4. discussing and debating current events,
5. interpreting and summarizing graphs from USA Today,
6. using journalism techniques (five w's),
7. choosing stocks and mutual funds to follow and calculating their earnings,
8. producing the WDMS News each morning,
9. using technology lab to fine tune their writing skills,
10. hands-on units of study relating to all subjects,
11. using the Internet,
12. using manipulatives to solve math problems,
13. researching using the computer CD ROM,
14. The Middle School Math/Science Mentoring Program,
15. the Junior Achievement program of "The Economics of Staying in School",
16. spending three days at Camp Bob Cooper in Summerton, SC experiencing hands-on science activities,
17. completing the ropes course challenging themselves and building trust in classmates.

Administrators' Role in the Three-In-Two Program. The school board and district office personnel provide the funds needed for supplies and equipment for the Three-In-Two program. The

principal provides the visionary leadership necessary to insure the program meets the needs of the students. Being head of the curriculum, he defines the educational needs and assists in setting the goals. He also promotes the program with parents, teachers, district administrators, students and the business community. He recommends the program to professional associations; therefore, getting state wide recognition for the program.

Guidance Counselor's Role in the Three-In-Two Program. One guidance counselor is assigned to assist the students, parents and teachers in the Three-In-Two program. The counselor is available for individual counseling throughout the year for parents, teachers, and students. The guidance counselor helps in the screening of students that are recommended for the program. She meets with the classes at the beginning of the year to acquaint the students with the different sources available to them. She discusses study habits and study skills with them. She assists the teacher in getting the students organized.

She holds small group meetings for students where alcohol and drug abuse, divorce, sex abuse, and academics are discussed. The second year group is assisted in scheduling for high school. She also relieves some tensions by making them aware of programs available to them in the high school. She assists the teacher in letting the parents know what to expect in high school.

Parents' Role in the Three-In-Two Program. Parents are a big part of the Three-In-Two framework. Parents and students are interviewed before students are chosen. During the interview, the

DuBose Middle School teachers explain the program, set expectations and answer questions. Parents make a commitment to support the program. Parents pledge to work with the school to promote academic excellence, ensure all homework is completed each night, ask their child what they learned each day, work as a partner with the classroom teacher in promoting a disciplined environment, meet with the classroom teacher quarterly and speak highly of the Three-In-Two program in the community realizing it is an honor for their child to be in the program.

Parents sign assignment pads nightly, and they make and receive "keep-in-touch" phone calls weekly to insure a good parent, teacher, student relationship. Parents come in for quarterly conferences. They assist the teacher with clerical chores, chaperone field trips, help with incentive activities, save cans, bottles and magazines for classroom usage (trash) and provide funds for extra supplies needed in the classroom. Parents encourage the children and support the teachers.

Three-In-Two is designed for overage, at-risk rising sixth grade students. The purpose of the program is to reduce the probability of these at-risk rising sixth grade students becoming high school dropouts by giving them the opportunity to complete middle school in two years. The major components of the program include accelerated mastery of basic objectives, guidance intervention and parental support and involvement. Nontraditional teaching techniques incorporating multiple resources, learning styles, cooperative learning and hands-on activities are used to enhance the program. Three-In-Two is anchored by a working

commitment between teachers, parents, guidance and administrators.

Findings for Part II

Part II consists of the interview and survey data as well as a description of the students' grades and their behavior records are examined. From this data, evidence for a need to continue some sort of intervention program is given.

The interviews and survey data provided us with information which we compared to teachers' comments that had been given to us prior to the end of the 1st grading period. Teachers were asked to give feedback regarding students' academic and behavioral performance half way through the first nine weeks. At the end of the semester, teachers were again asked to comment about the students. We compared the earlier responses to the 2nd set of responses to look for changes that may have taken place.

Teachers' views. From the teachers' comments, we found that little change took place between the first and second nine weeks. Their comments were that students need to study, take advantage of free tutoring, pay attention in class and complete all assignments. At the end of the second nine weeks, teachers' comments did not change much. Teachers still said the students are not handing in assignments, are not working to full potential, need to attend tutoring sessions and study for tests. We believe that as long as no interventions are taking place at the high school or at home, the same problems will continue.

Parents' views. Parents were also included in the research. Only two parents responded to our first questionnaire. Initially, they identified through a questionnaire, their perceptions of how

well their child was performing. After we met with the students and the guidance counselor at the end of the first nine weeks, we sent out a second questionnaire during the midterm of the second nine weeks to determine whether parents had seen any changes in their child's effort. We compared their responses to their previous responses.

At the end of the first nine weeks, parents surveyed indicated that they believed their children were struggling in the academic subjects; but admitted their children were not spending enough time on their homework. The parents noted that the T-N-T program helped students build self-confidence and the T-N-T program kept parents informed which they identified as lacking or missing in the high school.

When parents were asked to fill out the second survey, only one responded. That parent indicated that her child was adjusting well. Because of the low turn out of parent responses, we believe there is an indication of a lack of parent involvement at the high school level.

Students' views. We interviewed all eight of the students at the end of the first nine weeks. When we interviewed the students after the 1st nine weeks, we found that they had been initially scared of being at the high school. They were concerned about their grades but liked high school. They found the freedom of changing classes and having classes with other students was welcomed. They believed it easy to make new friends at the high school.

When asked what they believed they could do to improve their

grades, most of them admitted a need to study and pay attention more. Half of them said they had not studied the first nine weeks at all, but were studying during the second nine weeks.

The students wanted to stay at high school and admitted that they planned on improving their grades. After the second nine weeks we compared the students' grades and also looked at their behavior record for the semester (Table 1).

Table 1

Student grade improvement, and number of classes they are passing and their behavior record for the first semester. n=8.

Student	#of classes passing 1st	#of classes passing 2nd	#of classes passing semester	#of behavior infractions for the semester
1	1	2	2	Ø
2	4	4	4	1
3	6	5	5	1
4	6	5	4	Ø
5	4	4	4	1
6	3	3	3	Ø
7	6	4	6	1
8	2	1	1	7

Students take 6 classes at the high school. We examined the number of classes students were passing in the first nine weeks. We then examined the number of courses students were passing the second nine weeks. There is a decrease in the number of classes students were passing between the first and second nine weeks. All in all six of the eight students were passing at least half of their courses at the end of the semester.

When we looked at referals we found only one student had

multiple infractions. That student was also the only one passing only one course at the end of the semester, which suggests that behavior does have an impact on academic success.

Conclusions

Part I. It is evident in the description of the T-N-T program that students in the middle school are receiving all angles associated with good at-risk programs. The teachers are constantly renewing their skills, the are attending conferences and participating in professional activities. The administrator in this school is constantly providing the teachers with opportunities and encouragement to provide experiences for the children. The guidance counselor is working with these children to address issues and concerns of the middle school children. The parents are extremely involved in their child's education. These elements are working at the middle school level.

Part II. The eight T-N-T students who participated in the program are now in the high school. Administrators, counselors and teachers had not been informed about the program or the students. The conclusions reflect this lack of communication between the middle and the high school.

After we met with the guidance counselor, some students were moved in some instances, to tech prep classes from college prep classes. Counselors did meet with the students when we interviewed them and voiced a need for working with these students as part of a small group.

Parents showed very little input into the students' education. Two parents have contacted the guidance counselor consistently over the two grading periods. The lack of parent

involvement with the other six may be an indication of how little support students receive at home.

It is common for teachers to be informed about children with specific learning needs; but as a general rule at-risk children do not hold a specific category and thus can easily be overlooked. Teachers were not given any suggestions and were not brought in to talk about the at-risk children.

Students' grades showed some improvement. There does appear to be some problems with studying still. Even so, their progress does appear to be a result of their own initiative.

Recommendations

All in all, we find that the children who participated in T-N-T at the middle school can succeed at the high school level. Based on our findings, the components of at-risk programs are not being considered at this high school. We believe that all of those areas that were implemented at the middle school could be implemented to some degree at the high school. We believe that some type of intervention needs to be considered.

Specifically, we believe there needs to be an earlier guidance intervention at the high school to check up on these children periodically within the first semester. Administrators need to support the efforts of innovative teachers and counselors and provide them with vision and a commitment to working with at-risk children. It would benefit classroom teachers to integrate strategies for working with at-risk children in the classroom. Finally, we believe that parents need to re-commit themselves to supporting their children as they strive to succeed in high

school. We intend to encourage these interventions at the high school in our district.

Bibliography

Avila, L. (1993). Integration or fragmentation: The impact of site-based decision making. (ERIC 364974).

Bogdan, R.C. & Biklen, S.K. (1982). Qualitative research for education. Boston: Allyn and Bacon.

Frost, L.E. (1992). At risk statuses: An examination of theoretical constructs underlying legislative approaches to deviance in the public schools. (ERIC 347667).

Harris, K. (ed.) (1990). Michigan children at risk resource manual. (ERIC 346181).

Iorio, J.E. (1986). Implications of group dynamics for small school leadership. Small Group Behavior, 17, 322-342.

Kirk, J. & Miller, M.L. (1986). Reliability and validity in qualitative research. Beverly Hills, CA: Sage.

Manning, M.L. (Jan-Feb, 1993). Seven essentials of effective at-risk programs. Clearing House, 66, 3, 135-138.

Shaffer, J. & Smith, M. (1994). T-N-T is dynamite. DuBose Middle School Report. Dorchester District II. Summerville, SC

Vandergrift, J.A. (1991). Powerful stories, positive results: Arizona at-risk policy report. (ERIC 340126).

Vandergrift, J.A. (1994). State strategies: To support comprehensive services in Arizona schools. (ERIC 376594).

Wircenski, J.L. (1990). Alternatives to social promotion program at grades 7 and 8. Final report. (ERIC 337680).

Yin, R.K. (1984). Case study research. Beverly Hlls, CA: Sage.